

REVISED – APRIL 19, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: X Elementary Middle High K-12

Name of Principal Dr. Yvonne S. Butler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Browns Mill Elementary School
(As it should appear in the official records)

School Mailing Address 4863 Browns Mill Road
(If address is P.O. Box, also include street address)

Lithonia Georgia 30038-2606
City State Zip Code+4 (9 digits total)
County Dekalb School Code Number* 138

Telephone (678) 676-8302 Fax (678) 676-8310

Website/URL www.dekalb.k12.ga.us~brownsmill
E-mail Hazel_A_Lucas@dekalb.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Dr. Yvonne S. Butler Date 4/8/05
(Principal's Signature)

Name of Superintendent* Dr. Crawford Lewis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dekalb County Schools System Tel. (678) 676-1200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Dr. Crawford Lewis, Ph.D. Date 4/11/05
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Frances Edwards
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Frances Edwards Date 4/11/05
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-------------|---------------------|
| <u>84</u> | Elementary schools |
| <u>19</u> | Middle schools |
| <u> </u> | Junior high schools |
| <u>21</u> | High schools |
| <u>18</u> | Other |
| <u>142</u> | TOTAL |

2. District Per Pupil Expenditure: \$ 4,241.15

Average State Per Pupil Expenditure: \$ 7,261.37

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	10	20	7			
K	54	55	109	8			
1	58	52	110	9			
2	70	69	136	10			
3	90	65	154	11			
4	108	89	197	12			
5	91	102	191	Other			
6	39	38	77				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							994

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: _____ % White
97 % Black or African American
1 % Hispanic or Latino
0 % Asian/Pacific Islander
2 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Subtotal in row (3) divided by total in row (4)	
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: <1%
4 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 548

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3%
34 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>13</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>44</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>7</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>18</u>	<u>0</u>
Total number	<u>89</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 1:20

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	98%	95%	97%	97%
Daily teacher attendance	95%	97%	95%	97%	98%
Teacher turnover rate	15%	6%	18%	23%	28%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Browns Mill Elementary A School Transformed

Since opening in 1990, Browns Mill has metamorphosed into a School of Excellence. We never lost sight of our mission: to educate, cultivate, and inspire the whole child through academics, arts, technology, and nutrition. A dedicated faculty serves as the conduit implementing the tools and strategies necessary to master concepts and skills. Instruction is concrete and sequential, modes of inquiry are comprehensive in scope, and students make deep and meaningful connections across all disciplines. Standardized test data support this premise. A \$220,000 five-year Getty/Annenberg Challenge Grant substantiates the importance of the arts in the core curriculum to promote, encourage, and stimulate the learning environment where increases in student achievement are both measurable and sustainable.

Students of all abilities and talents are encouraged to participate in various local and state competitions ranging from the arts to academic bowls and state fairs. "Keeping an eye on the prize" promotes healthy competition, raises self-esteem, and sometimes encourages the timid to participate; a class spelling bee could launch a state winner. We advocate for students by helping them believe in themselves, and giving them the tools, strategies, and support they need. Empowerment through success correlates with the goals of the faculty to establish and maintain an environment which fosters the desired results for student learning at a competitive level.

Increased parental communication through the vehicles of the school marquee, newsletter, school website, individual staff websites, parent e-mail messages from the staff, automated parent contact telephone system, Parent Teacher Association (PTA), School Council, and parent-community liaisons all facilitate various school initiatives. From the fall carnival to the black tie *Dinner for the Arts*, family involvement is crucial to the success of our students and their ability to become life long learners.

Another example of Browns Mill meeting the developmental needs of its students is the decision in 1999 to become the nation's only Sugar-Free school. We experienced sharp decreases in the number of discipline referrals and accompanying increases in student focus plus a steady rise in test scores. This data points to the positive impact it has had on the learning environment for *all* our students, not just for the 44% who qualify for free and reduced lunch.

Currently, our mantra is "Lead by example." Browns Mill is continually in the spot-light, not only locally but also nationally as a school promoting a healthier lifestyle for the students and faculty. Encouraged by our principal, Dr. Yvonne Butler, the faculty is wearing pedometers, divided into support teams, and undertaking the Surgeon General's advice to walk 10,000 steps a day. Treadmills and aerobic classes are available for the faculty before and after school. Our efforts have generated a tremendous curiosity among the student body. This affords us the opportunity to explain the importance of healthy food choices and exercise as an integral part of learning, which is continually on-going, no matter the age or the profession.

Browns Mill's faculty and staff, parents, and supportive community are in unison in the endless and rewarding preparation to engage students to excel in academics, self-worth, and health.

Assessment Results

The ***Georgia Criterion Referenced Competency Test (GCRCT)*** is administered to all students attending Browns Mill Elementary. The scores below are representative of grades four and six. Students in these grades consistently took the GCRCT and have comparable mean scores in the areas of reading, language arts, and math from the 2000-2001, 2001-2002, 2002-2003, and the 2003-2004 school years. Criterion-referenced tests, such as the GCRCT, are designed to measure how well students acquire, learn, and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction. The GCRCT, therefore, is specifically intended only to test Georgia's content standards outlined in the QCC (Quality Core Curriculum.) The assessments yield information on academic achievement at the student, class, school, school system, and state levels. This information is then used to diagnose individual student strengths and weaknesses as related to the instruction of the QCC, and to gauge the quality of education throughout Georgia.

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced). Browns Mill's test scores are within the system and state expectations for our student population. The mean scores for fourth grade in reading, language arts, and math are 346, 329, and 319 respectively. The mean scores for sixth grade in reading, language arts, and math are as follows: 381, 356, and 349, respectively. Compared with the system and the State, Browns Mill students meet/or exceed the projected academic achievement set by state standards. These scores have consistently improved since the first GCRCT assessment in 2000.

The Browns Mill subgroup falling under the category of economically disadvantaged are the students on free and reduced lunch. They constitute 44% of the student body. We are able to obtain data for school years 2002-2004. For the previous school years, federal law did not require this data, but under the No Child Left Behind Act, this information is now required. In addition, Browns Mill has several subgroups which fall under the category of special education, (EBD, SLD, MID, speech and language), and an ESOL (English as a Second Language) subgroup. There are no ethnic subgroups as 99 percent of our students are African American/non-Hispanic. The aforementioned subgroups do not meet the requirements of the State, 40 or more students; therefore, these scores are not compared with the general population of the DeKalb School System or the State.

Parents wishing to compare and evaluate Browns Mill's results with other school districts within the State may go the following Online Assessment web site: www.gadoe.org

Assessment data is further disseminated into several viable domains to understand and improve student and school performance: application of subject content across the curriculum, a knowledge base built from prior experiences, and a variety of strategies.

Application of CRCT objectives needing reinforcement are developed and reintroduced across the curriculum. This insures a deeper understanding and/or mastery. An example is the ability to read graphs. Each content area teacher includes some form of this specific skill in his/her discipline. For example, reading a graph in social studies to determine demographics, labeling the percentage of students who are 11 at Browns Mill in math, and creating a coordinate design in art. We use grade level meetings to identify skills to be strengthened, then create and implement lessons which strengthen this GCRCT objective throughout instruction while accommodating different learning styles.

School performance is based on interpreting scores and implementing remediation. Student performance can be enhanced through assessment portfolios which are opportune for the development of flexible group instruction. Within these groups, students work with peer tutors while receiving guided instruction from the teachers. Symmetry advances through cumulative tests reinforcing prior skills, rubrics with expanding levels of difficulty, and other brain based activities.

Naturally, a variety of strategies are necessary to motivate the students and keep them stimulated. This can be done through the students' zone of proximal development. The tasks are simple enough to sustain motivation, yet challenging enough to apply the strategy. This domain is used successfully through activities such as role playing, timed computational math tests, peer tutoring, the Accelerated Reading Program, and authentic real-world instruction.

Communication of Student Performance

Student performance is communicated to parents, students, and the community through a variety of methods. The most immediate tools are Parent Information Night and parent in-services to interpret assessment data. These meetings offer hands-on information with an open floor to ask questions coupled with the opportunity to view similar data with an overhead projector as a visual aid. This method teaches the parents how to read their child's test results and interpret their strengths and weaknesses. Parents also receive a letter of preparation for each test to be administered and a follow-up letter reporting the results. Parents may call the school for additional clarification. Homeroom teachers review the assessment results with their students showing them their strengths and what they need to address during the year to improve their scores. Student performance is also addressed through monthly newsletters, PTA meetings, progress reports, and the local newspapers ***Crossroads and On Common Grounds***. Foremost, are the parent conferences for all students, particularly, the Level 1 students, where interpretation of all sections of an assessment, formal and informal, can be privately addressed, and the best plan of action for a parent's child can be developed.

Sharing Success

At Browns Mill Elementary we have been privileged to share our successes not only with other schools within the DeKalb County School System but also with other school districts throughout the state and country. The Discipline-Based Arts Education Program and Nutrition and Excellence Program bring frequent visits from groups of administrators, teachers, and parents. They come to observe our school from locations as far away as Germany, Panama, Louisiana, California and New York City, citing us as a model upon which they would like to implement similar programs. Our principal, Dr. Yvonne S. Butler, works diligently to ensure the nutritional and exercise program at Browns Mill School improves our standardized test scores. This program has been featured on *ABC World News*, *FOX News* and in various national and local publications such as *Essence*, *Upscale* and *Sister to Sister* magazines and the *Atlanta Journal Constitution* newspaper. We continually receive calls from local universities and colleges requesting that we host student teachers finishing their practicum. As a 2005 School of Excellence, our faculty and staff have received numerous honors, awards and grants. Our students have earned achievement awards and honors at various local, state and national academic competitions. At Browns Mill we are proud to share our successes with others and look forward to continuing to share. To rephrase President Bush, "No child should ever be left behind."

Curriculum and Instruction

At the core of each curriculum area, strategies are embedded to ensure content based on the highest of standards. The purpose of the Dekalb County curriculum is to make sure that the content core at specific instructional levels is consistent among teachers and schools county-wide. All county objectives are consistent with National Standards and state-mandated assessments. In line with these standards, the core curriculum at Browns Mill provides students with the ability to become mindful, motivated strategy users across the curriculum through systematically orchestrated instruction found in a classroom atmosphere supporting "mindfulness," where they are able to apply strategies as critical thinkers. Proficiency as critical thinkers is essential to our students' literacy future which transfers to different disciplines as they progress up the educational ladder. The foundation is laid in the elementary years.

Browns Mill's students are taught in settings emphasizing interdisciplinary instruction and cooperative, flexible grouping. Students are taught to integrate what they learn in each content area with their personal experiences to actively construct their own meanings and ideas and use them in flexible ways. This is accomplished through different learning environments available throughout our curriculum. Gifted and remedial classes develop strong basic skills through diagnostic and prescriptive teaching. Teachers model the strategies they are teaching and provide practice using authentic, real-world tasks. Strategy instruction meets the needs of the students' zone of proximal development, challenging, and at the students' instructional level. The ***Magnet Program for High Achievers*** offers advanced in-depth interdisciplinary instructional units with integrated instruction. The educational environment is rigorous, stimulating, and rich with activities aimed at developing the whole child. Research indicates ***all*** students benefit from strategy instruction; no matter the level, high standards are consistently implemented.

On any given day, instruction and daily planning challenge all levels of learning. The social studies curriculum enables students to view concepts, issues, events, and themes from the perspective of

diverse ethnic and cultural groups. A unit on the American Revolution can describe the meaning of the revolution from the perspective of Anglo revolutionaries, Anglo loyalists, African-Americans, American Indians, Mexican Americans, and the British. Each team is assigned a group. Within each team is an example of one of the four (4) "True Colors." The lesson is developed and presented from the view of each ethnic/cultural group using researchers/writers, project/prop designers, technicians, and demonstrations. In the lower grades, a random visit to a social studies classroom might reveal the following: cooperative groups exploring the life of Native Americans, a reenactment of the Boston Tea Party, or moving west activities as pioneers. For example, fourth grade students, as pioneers, travel to Oregon via wagon train. They must make a supply list, keep a journal, cope and solve unfortunate or disastrous events encountered along the trail (in the form of *fate cards*), and describe the day's events around the campfire. This journey uses resources beyond the textbook: analysis, models, research, presentations, student-written scripts, and songs.

Instructional methods incorporate distinct media formats, computer technology, and numerous resources from the media center, public libraries, and the community. Field trips and guest speakers reinforce the real world experience.

As previously stated, we have found the best way to master objectives is to implement strategies across the curriculum. To increase and sustain motivation, students need to realize the importance of a strategy and how useful it can be when attempting to learn something new. Students are diversely engaged, through each discipline, with opportunities to experience success. Browns Mill's teachers help students understand the content studied, make instructional goals clear, and display high expectations for the amount and quality of work. Additionally, technology, Spanish, art, music, band and strings are complement to the core content. The instructional program at Browns Mill Elementary is based on the Quality Core Curriculum established by the Georgia Department of Education.

Reading Curriculum

In 2002, DeKalb County implemented ***DeKalb R.E.A.D.S.***, a conceptual framework that is researched-based. This reading program incorporates six components:

1. **Phonological Awareness:** the use of sounds in listening, reproducing, and manipulating language orally;
2. **Print Awareness:** the ability to attend to the conventions and formats of print; relates closely to spelling and writing;
3. **Alphabetic Awareness:** the systematic use of alphabet letters to represent speech sounds in a language;
4. **Orthographic Awareness:** the knowledge of sound-symbol associations enabling students to rapidly identify a large number of words based on their structure and spelling;
5. **Comprehension Strategies:** meaning is assigned to text based on prior knowledge and context clues;
6. **Reading Practice:** emphasizes fluency, vocabulary development, and writing.

Browns Mill's reading program consists of the Balanced Literacy Approach. The combination of rich literature coupled with R.E.A.D.S assists each student in achieving literacy success. Teachers in each grade level create a timeline to identify and prioritize a student's progress. The timeline includes specific goals each student, including the struggling-reluctant student, must attain during the year. In order to evaluate our students' literacy abilities, assessment tests, such as the *Spotlight on Literacy Unit Tests* and *Basic Literacy Tests* are given providing teachers with information to present additional help where needed. Superintendent Crawford Lewis and the Board of Education require every student in DeKalb County to receive daily a minimum of 90 minutes of literacy instruction.

Discipline-Based Arts Education

Our mission to educate, cultivate, and inspire the whole child through a balanced approach of educational practices is infused into the school wide core curriculum through the arts. Capitalizing on multiple intelligences, Browns Mill reinforces QCC objectives and strategies by showcasing the genius of our students through visual arts, music, theatre and dance. Teachers implement the theory and practice of disciplined-based arts education through school-wide programs and projects. As one enters our school, on each and every hall there is evidence of creativity via the arts. QCC objectives are reinforced on the way to lunch, the bathroom, the library, and out the door at the end of the day to go home. Teachers often give interdisciplinary arts lessons as well. Math inspires tessellation designs; a lesson on scientific elements leads to metal sculptures. From kindergarten to sixth grade magnet classes, literature lessons inspire elaborate illustrations. One can enjoy an all inclusive bulletin board illustration of "It's a Butterfly's Life" of cotton clouds and segmented caterpillars to kinetic foil sculptures motivated by the Periodic Table of Elements.

Instructional Methods

Browns Mill meets the challenge to create learning experiences allowing the integrity of every learner to be sustained while each student attains relevant educational success. Instructional methods must initiate thought and behavior and make meaning from experience. At this young age, personal relevance develops a positive attitude toward learning. A responsive teacher can open a number of doors on the same concept. Word webs, word walls, graphic organizers, cooperative groups, puzzles, centers inclusive of poetry, writing, independent reading, Reader's Theatre, and hands on activities complement the diverse learning. The capacity to access critical concepts through a variety of instructional methods insures a student has the opportunity for mastery. These methods, not withstanding, must be in an environment which allows and encourages students to be expressive. Disciplined-Based Arts Education enhances all instruction.

Coupled with instructional methods are learning techniques using diagrams, charts, reference materials, student demonstrations, open discussions, team playing and competitions. Through these informal evaluations teachers can assess and analyze knowledge and performance. When students see what they are learning makes sense and is important, their motivation to learn emerges. Using these instructional methods and learning techniques, diverse learners with different ways of learning and differing intelligences have found a relevant and engaging way to mastery.

Professional Development

Professional development is mandatory throughout the DeKalb County School System with teachers required to take a minimum of 20 hours. Throughout the school year, four (4) early release days and one full day are devoted to staff development. These take place either on site or at specific locations in the system. Staff development and summer workshops are offered to improve standardized test scores, which is a goal of Browns Mill Elementary and DeKalb County School System. Professional development is in direct correlation to the needs of the Browns Mill student. Several professional development workshops are offered each session on a rotating basis, and teachers choose the most pertinent to them with at least one being mandatory. We have focused our professional development upon the following:

- Georgia Performance Standards (GPS)
- Techniques to motivate the underachieving student
- Brain based strategies
- Reading and math in-services
- Health and nutrition workshops
- Discipline-based arts training sessions for mentors (two (2) days)

An integral part of each professional development course is how to implement specific strategies and techniques to increase student achievement. Grade level meetings discuss the impact they perceive taking place within their group of children.

Browns Mill Elementary School

The following tables depict the pattern of student performance on the GCRCT for 2001, 2002, 2003, and 2004. We are unable to provide performance information for all grade levels because of inconsistencies in achievement tests taken over the last four years.

Table 1
No Child Left Behind – Blue Ribbon School
Grade 4/Language Arts

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
% At Level 1	16	19	16	20	
% At Level 2	54	63	62	54	
% At Level 3	30	17	22	26	
% that meets and exceeds standards	84	80	84	80	
Number of students tested	175	191	181	148	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
% At Level 1	0	67	83	0	
% At Level 2	0	33	17	0	
% At Level 3	0	0	0	0	
% that meets and exceeds standards	0	33	17	0	
Number of students tested	0	6	12	0	
2. Gender – Female					
% At Level 1	16	15	8	20	
% At Level 2	46	69	67	51	
% At Level 3	38	16	25	29	
% that meets and exceeds standards	84	85	92	80	
Number of students tested	99	89	101	77	
3. Gender – Male					
% At Level 1	17	22	26	18	
% At Level 2	63	59	55	57	
% At Level 3	20	19	19	25	
% that meets and exceeds standards	83	78	74	82	
Number of students tested	76	102	80	67	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 2
No Child Left Behind – Blue Ribbon School

Grade 4/Math

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
% At Level 1	30	27	30	31	
% At Level 2	53	63	52	48	
% At Level 3	17	10	18	21	
% that meets and exceeds standards	70	73	70	69	
Number of students tested	175	191	181	148	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
% At Level 1	0	100	100	0	
% At Level 2	0	0	0	0	
% At Level 3	0	0	0	0	
% that meets and exceeds standards	0	0	0	0	
Number of students tested	0	6	12	0	
2. Gender – Female					
% At Level 1	27	30	20	35	
% At Level 2	54	58	63	44	
% At Level 3	19	12	17	21	
% that meets and exceeds standards	73	70	80	65	
Number of students tested	99	89	101	77	
3. Gender – Male					
% At Level 1	34	23	42	26	
% At Level 2	53	68	39	51	
% At Level 3	13	9	19	48	
% that meets and exceeds standards	66	77	58	99	
Number of students tested	76	102	80	68	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 3

No Child Left Behind – Blue Ribbon School Grade 4/Reading

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
%At Level 1	19	14	14	18	
%At Level 2	26	38	38	33	
%At Level 3	54	48	48	49	
% that meets and exceeds standards	80	86	86	82	
Number of students tested	175	191	181	146	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
%At Level 1	0	67	84	0	
%At Level 2	0	33	8	0	
%At Level 3	0	0	8	0	
% that meets and exceeds standards	0	33	16	0	
Number of students tested	0	6	12	0	
2. Gender – Female					
%At Level 1	15	15	8	18	
%At Level 2	24	36	39	34	
%At Level 3	61	49	53	47	
% that meets and exceeds standards	85	85	92	81	
Number of students tested	99	89	101	76	
3. Gender – Male					
%At Level 1	25	15	24	16	
%At Level 2	29	39	36	32	
%At Level 3	46	46	40	52	
% that meets and exceeds standards	75	85	76	84	
Number of students tested	76	102	80	66	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 4 No Child Left Behind – Blue Ribbon School Grade 6/Language Arts

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
%At Level 1	0	18	0	0	
%At Level 2	18	44	20	44	
%At Level 3	82	38	80	56	
% that meets and exceeds standards	100	82	100	100	
Number of students tested	76	186	66	66	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
%At Level 1	0	100	0	0	
%At Level 2	0	0	0	0	
%At Level 3	0	0	0	0	
% that meets and exceeds standards	0	0	0	0	
Number of students tested	0	11	0	0	
2. Gender – Female					
%At Level 1	0	16	0	0	
%At Level 2	17	39	26	27	
%At Level 3	83	45	74	73	
% that meets and exceeds standards	100	84	100	100	
Number of students tested	54	95	34	30	
3. Gender – Male					
%At Level 1	0	22	0	0	
%At Level 2	23	48	12	58	
%At Level 3	77	30	88	42	
% that meets and exceeds standards	100	78	100	100	
Number of students tested	22	91	32	36	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 5
No Child Left Behind – Blue Ribbon School
Grade 6/Math

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
% At Level 1	1	29	0	0	
% At Level 2	37	41	38	48	
% At Level 3	62	30	62	52	
% that meets and exceeds standards	99	71	100	100	
Number of students tested	76	185	66	67	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
% At Level 1	0	100	0	0	
% At Level 2	0	0	0	0	
% At Level 3	0	0	0	0	
% that meets and exceeds standards	0	0	0	0	
Number of students tested	0	11	0	0	
2. Gender – Female					
% At Level 1	2	28	0	0	
% At Level 2	37	42	47	37	
% At Level 3	61	30	53	63	
% that meets and exceeds standards	98	72	100	100	
Number of students tested	54	94	34	30	
3. Gender – Male					
% At Level 1	0	31	0	0	
% At Level 2	36	39	28	58	
% At Level 3	64	30	72	42	
% that meets and exceeds standards	100	69	100	100	
Number of students tested	22	91	32	36	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 6
No Child Left Behind – Blue Ribbon School
Grade 6/Reading

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
%At Level 1	0	9	0	0	
%At Level 2	1	29	6	15	
%At Level 3	99	62	94	85	
% that meets and exceeds standards	100	91	100	100	
Number of students tested	76	186	66	65	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Special Education					
%At Level 1	0	55	0	0	
%At Level 2	0	36	0	0	
%At Level 3	0	9	0	0	
% that meets and exceeds standards	0	45	0	0	
Number of students tested	0	11	0	0	
2. Gender – Female					
%At Level 1	0	8	0	0	
%At Level 2	2	25	6	7	
%At Level 3	98	67	94	93	
% that meets and exceeds standards	100	92	100	100	
Number of students tested	54	95	34	29	
3. Gender – Male					
%At Level 1	0	9	0	0	
%At Level 2	0	33	6	22	
%At Level 3	100	58	94	78	
% that meets and exceeds standards	100	91	100	100	
Number of students tested	22	91	32	36	

The state scores performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Table 7
No Child Left Behind – Blue Ribbon School
Scores for Economically Disadvantaged

	2003-2004	2002-2003
Subgroup Scores for Mathematics		
Economically Disadvantaged		
% at basic / does not meet standards	25	38
% at proficient / meets standards	59	51
% at advanced / exceeds standards	16	11
% that meets and exceeds standards	75	62
Number of students tested	270	148
Subgroup Scores for Reading, English, and Language Arts		
Economically Disadvantaged		
% at basic / does not meet standards	19	23
% at proficient / meets standards	46	47
% at advanced / exceeds standards	35	30
% that meets and exceeds standards	81	77
Number of students tested	270	148

The
state
scores

performance according to three (3) categories: **Level 1** below 300 (basic); **Level 2** at or above 300 but below 350 (proficient); **Level 3** at or above 350 to 450 (advanced).

Because the GA DOE website's did not break down the data by grade levels for the economically disadvantaged subgroup as we have indicated on Tables 1-6, we have included an additional table (Table 7) that shows the total number of students tested for 2002-2004 instead of the grade levels.

Please refer to the : www.gadoe.org